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ABSTRACT

The state approval on-site visitation team report to the Utah State Office of Education on the current status of teacher education programs leading to certification at Westminster College of Salt Lake City is presented. The team evaluated the organization and administration of teacher education and curriculum principles and patterns. In each area, a statement is made of the objectives and purposes of the component, followed by commendations and recommendations. An evaluation was also made of the graduate program at the college. Appendices include an overview of the academic requirements of the teacher education programs, and education course descriptions. Results of a quantitative data summary are provided. (JD)

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Report to the Utah State Board of Education on the Teacher Education Programs at WESTMINSTER COLLEGE

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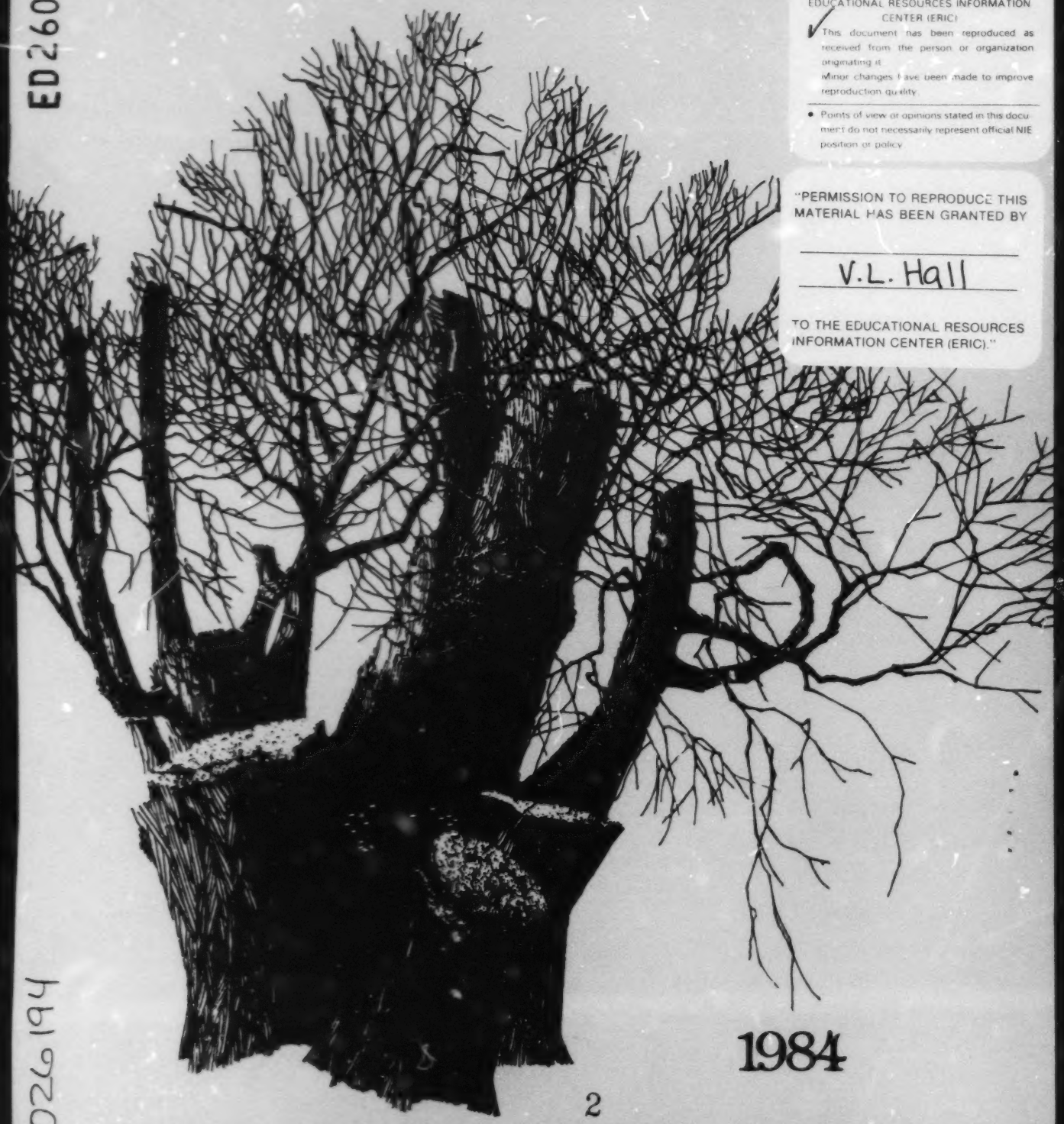

1984

SP026194

REPORT TO
THE UTAH STATE BOARD OF EDUCATION
ON THE TEACHER EDUCATION PROGRAMS AT
WESTMINSTER COLLEGE OF SALT LAKE CITY

UTAH STATE OFFICE OF EDUCATION

G. Leland Burningham
Superintendent of Instruction

OFFICE OF CURRICULUM AND INSTRUCTION

Bruce Griffin, Associate Superintendent

Vere A. McHenry
Coordinator, Instruction and Support

Salt Lake City, Utah
December, 1984

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and

UTAH STATE BOARD FOR VOCATIONAL EDUCATION
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FOREWORD

The Utah State Board of Education considers the evaluation of teacher education programs in the various institutions of higher education in the state one of its most important responsibilities. The process of program approval includes an on-site visit to each institution on a regularly scheduled basis.

In utilizing and applying the approved-program approach to teacher education, staff members of the Utah State Office of Education work with the various Utah colleges and universities in the development and modification of preparation programs for teachers and other professional personnel. Once a program has been approved by the State Board of Education, individuals who complete that program are certificated by the state without the necessity for detailed transcript analysis and evaluation.

Processes leading to the improvement of programs in the institutions in Utah include institutional self-evaluation as well as the on-site evaluation by the visiting team.

During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). These Standards have been adopted by the Utah State Board of Education as the official Utah standards.

On October 1-3, 1984, a group of professional personnel, under the leadership and direction of the Utah State Office of Education, visited the campus of Westminster College of Salt Lake City. The results of that evaluation are reported in this document.

Gratitude is expressed to the members of the visiting team who are listed in the report and especially to the faculty and staff of Westminster College of Salt Lake City for their many hours of hard work in preparing for the visit.

G. Leland Burningham, State Superintendent
of Public Instruction

STATE APPROVAL ON-SITE VISITATION TEAM

Westminster College of Salt Lake City
October 1-3, 1984

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St. Martin's College
Lacy, Washington

Roger Mouritsen . . . . . Master's Ed. Program
Weber State College Secondary (Professional Component)

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Granite School District Elementary Education

Tom Wood . . . . . Art
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Utah State Office of Education

Ordean Lindeman. . . . . Curriculum Principles
North Dakota Department of Education and Standards

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Utah State Office of Education

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Dr. G. Leland Burningham
State Superintendent of Public Instruction

LETTER OF TRANSMITTAL

MEMORANDUM

TO: G. Leland Burningham
State Superintendent of Public Instruction

FROM: Bruce Griffin, Associate Superintendent
Office of Curriculum and Instruction

DATE: December 7, 1984

RE: Report of the Evaluation of Teacher Education Programs at Westminster College of Salt Lake City

Attached is a report of the evaluation of the teacher education programs at Westminster College of Salt Lake City. The on-site team visited the campus on October 1-3, 1984. The team was chaired by Dr. Lillian V. Cady, Chairman, Department of Education, St. Martin's College, Lacy, Washington; and included representatives of higher education institutions, public schools, the Utah State Office of Education, and the North Dakota State Department of Education.

In accordance with the evaluation, the following programs are recommended to the State Board of Education for approval upon condition that suggested changes and improvements are implemented or responded to within a reasonable period of time, but not to exceed one year from the time of the visit.

Early Childhood Education
Elementary Education
Secondary Education
    Composite Majors:
        Biological Science
        Social Studies

CURRICULUM & INSTRUCTION · Bruce Griffin · Associate Superintendent
250 East 500 South · Salt Lake City, Utah 84111 · (801) 533-5431

Majors and Minors:
- English
- History
- Mathematics
- Spanish (minor only)
- Zoology (minor only)

Graduate Program:
- Master of Education

The following programs are recommended for provisional approval because of deficiencies noted in the body of the report. These programs will be reviewed in approximately one year and appropriate action taken at that time:

Majors and Minors:
- Art
- Chemistry
- Physics

INTRODUCTION

Westminster College has passed through two major financial crises within the past seven years. At the time of the last state review and evaluation in 1979, the dimensions of the problem threatened the very survival of the institution, but cuts were made in programs, funding support was secured, and the college appeared to be headed for stability. During the 1981-82 school year, however, another crisis situation developed. Again cuts were made, programs were streamlined, faculty and staff were reduced in order for the institution to maintain itself.

At the present time, the future of the college is looking brighter. The financial situation is improved and faculty and staff morale appears to be the highest it has been for some time.

In this context, the following are some general observations of the visiting team with regard to the Department of Education and the overall quality of teacher education at Westminster College of Salt Lake City:

1. The Department of Education has done an excellent job in reshaping and strengthening its programs. The reorganization has effected better integration of education with arts and sciences.

2. The faculty exhibits a high degree of commitment to the program and to the students in it. This is also true of faculty in the academic departments.

3. The program is highly individualized and there is excellent rapport between faculty and students.

4. The field experiences are well-directed, supervised, and extended throughout the program.

5. The educational program is systematized, sequential, and meaningful.

6. The activities of the Career Services and Placement Office are commendable.

7. Students have very positive feelings about the program.

8. The quality of Westminster's teacher education graduates is evidenced by high percentage of placement in local school districts of this state (over 90%).

The most pressing need as identified by the visiting team is for the development of a systematic procedure for product evaluation following completion of the program. As resources permit, attention also needs to be given to renovation and replacement of physical facilities and to the reduction of faculty load. Specific recommendations in these and other areas are contained in the body of the report.

CHAPTER I

STATE ADMINISTRATIVE AND PROCEDURAL STANDARDS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)

Administrative procedures are designed to assist state education agencies in reviewing, developing, and applying standards for legal approval of programs for the education of teachers. The legal authority for approval of teacher education programs is provided to each state by specific statutes and or by state education agency rules and regulations. Each state retains the autonomy to establish procedures for the accreditation or approval of teacher education programs in meeting the requirements of that state. Utah State Office of Education procedures for the approval of teacher education take into account relationships with other accrediting groups.

The approved program approach to teacher education and certification in effect in Utah involves (a) the development of programs of teacher education by an institution in accordance with the established standards; (b) the official review and evaluation of each of the proposed institution programs in terms of the established standards by the state education agency; and (c) the subsequent official recognition of programs thus approved by the state education agency.

A program of teacher education generally refers to a particular pattern of preparation for a specific professional assignment or position. Thus, there are distinctively different programs for such positions as teacher of English, teacher of business education, teacher of elementary school, or school social worker.

All procedural standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) are met under the program of evaluation adopted by the Utah State Board of Education.

CHAPTER II

ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

2.1 PURPOSES AND OBJECTIVES

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The standards are met with the following comments:
I	Catalog and printed materials clearly specify programs and their requirements, areas in which certification may be sought, program objectives, and status of state approval and accreditation.
II	The philosophy and objectives of the college and of the Education Department are included in the institutional mission statement and in the introductory statement in the self-study report. Courses and practice in education appear to be consistent with these statements.
III	The standard is only partially met. The Education Department has involved some college faculty and some district personnel minimally in program development. There has been little involvement of current or former students, citizens, state or district curriculum specialist, etc.

Commendation

Philosophy and objectives of the education program are well stated and evidence exists of faculty commitment to them as well as to program components which are consistent with them.

Recommendation

The department must establish a systematic process for involving field personnel, students, state education agency curriculum specialists, students, etc., in assisting with program development in both professional education and subject matter specializations.

2.2 ORGANIZATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comments:
II	Reorganization of the department into the School of Arts and Sciences appears to be an effective programmatic and administrative change. The organizational chart does not break out clearly the departmental structure within the School of Arts and Sciences. The development of a Council of Deans which meets regularly is beneficial. The Dean of Arts and Sciences also holds regular meetings of department chairs.
III	The College has had financial problems but appears to have overcome them. Financial stability exists but resources are not abundant.

Commendation

Reorganization which placed Education within the School of Arts and Sciences has increased administrative support for Education and facilitated communication among Education and the several departments in which students complete teaching majors and minors.

Recommendation

The organization chart needs to be revised to identify departments within the School of Arts and Sciences.

2.3 STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP PRACTICES

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met except Standard V with the following comment:
I	A list of applicants and their qualifications is shared with members of the Teacher Education Committee (a committee comprised of college faculty from those departments that offer teaching majors) and the

	Committee decides whether students should be admitted to education.
V	Standard is not met. The Placement Office does a follow-up related to job status but not to program evaluation, competency, on-the-job performance, or other factors required by this standard.

Commendations

1. There is extensive advising, counseling, and personalization of the program as testified to by students.

2. Specific admission criteria exist and are enforced. There are points during the program where on-going evaluation and judgments are made about the person's readiness for student teaching and certain field activities as well as need for additional courses/ experiences.

Recommendations

1. Evaluative instruments should contain more explicit statements of competencies; presently, statements of intended outcomes are very general.

2. The Education Department must develop and implement a systematic follow-up procedure which will provide feedback regarding both the program and the beginning and experienced teacher's performance and competency.

2.4 STUDENT PERSONNEL SERVICES

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met, except Standard VI, with the following comments:
I	Career services and placement maintain files one year after graduation; they are then forwarded to the Alumni Office.
VI	Standard is not met. As reflected in the self-study report, the follow-up done is for the purpose of identifying employment and maintaining alumni contact, rather than for evaluation of program, personnel services, advising or placement services.

Commendations

1. Career Services and Placement provides much assistance to students relative to resume preparation, interview strategies, and general career placement.

2. Career Services and Placement distributes a senior survey and does initial follow-up of graduates the fall after they graduate.

3. The student Handbook has been revised and contains essential information.

Recommendations

1. A follow-up survey of students which provides program data and evaluation should be developed; it may need to be coordinated with efforts of the Career Services and Placement Office and its "senior survey."

2. Personnel/Student Services Offices also need to do follow-up relevant to evaluation of their services. Only one question on the "senior survey" addresses evaluation of such services.

2.5 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I and II	There are three significant vehicles for student involvement: (1) formal course evaluation for each eduction course offered in the program; (2) at least one student serving on the college-wide curriculum committee; and (3) formal input from students on the quality of field experience and general integration of theory and practice. The program is small, faculty and students work constantly and closely together, and there is, therefore, much informal involvement and feedback/input.

Commendation

The faculty appears to be open to student comment and suggestions.

2.6 FACULTY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are substantially met with the following comments:
I	All faculty members in Education have had some experiences (in some cases rather limited) in teaching in elementary or secondary schools and appear to have adequate background (experiences and/or education) for their current assignments. However, some academic department faculty who teach methods courses have not had such experiences.
II	Standard not totally met. Team members determined that methods courses in at least one area (art) did not include adequate information about K-12 art curricula, instructional strategies, or requirements. Staffing methods classes at the secondary level as well as some methods classes for elementary students with experienced K-12 faculty presents problems.
IV	A new faculty handbook is being printed which addresses selection, retention, and promotion of regular and adjunct faculty.
V	The Education Department uses some adjunct faculty in the undergraduate program to teach methods courses and some in graduate courses. However, use of adjuncts is limited; evidence indicates selection is carefully made although specific criteria and procedures are not clearly stated.
VI	Education faculty are contracted for 27 semester hours per year including 3 semester hours during the May term. In addition, Education faculty carry at least one class as an overload. No portion of load is adjusted for education faculty for administrative responsibilities, campus activities/responsibilities, graduate program involvement, or advising. Student teaching supervision is counted as 4 semester hours of the 27 semester hour load regardless of number of students supervised.

Commendations

1. The new Faculty Handbook will provide consistent policies and regulations relative to faculty matters.

2. Faculty are extremely dedicated and committed to students and to the program. They give of their time and resources to ensure students are well prepared and extensively, developmentally supervised.

Recommendations

1. The K-12 experience and education of all regular and adjunct faculty assigned to teach methods courses should be reviewed to ensure they have background to present the kinds of curriculum content and instructional strategies appropriate to teaching K-12 students.

2. The loads of Education faculty and administration should be reviewed and adjustments made for administrative duties and other responsibilities not a part of a faculty member's regular assignment.

3. A formula for supervision (number of students per faculty member per semester hour credit) should be established. Current supervisory loads are excessive; 4 semester hours credit is not sufficient considering the number of student teachers assigned most semesters.

4. Additional faculty support is needed; funds should be made available for employment of carefully selected adjuncts for undergraduate and graduate programs.

2.6.1 INSTRUCTION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I	Standard is met. The faculty has worked hard to provide materials for students and a variety of experiences to ensure they see and have hands-on experience with many different instructional strategies and methods. The department is innovative as exemplified in its strategy for addressing the state's computer literacy requirement (arranging with a commercial firm to assist, supplemented with input from K-12 educators).

II	Standard has not yet been addressed. This might be an aspect of follow-up of graduates as called for in another section of this report.

Commendation

Education faculty makes every effort to give students breadth of experience, resources, examples, materials, and content--often sharing their own resources.

Recommendations

1. Additional funding is needed to ensure that students have access to a variety of curricular/instructional materials and experiences.

2. A systematic procedure for follow-up and evaluation of the program and its product (student performance on the job) is essential.

2.7 FACILITIES AND INSTRUCTIONAL MATERIALS

STANDARDS ANALYSIS

(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are at least minimally met except Standard VI with the following comments:
I	The physical facilities in Foster Hall need to be refurnished in the near future to provide desirable physical surroundings for the comfort and safety of students and faculty.
II	The librarian indicated that funds do exist for acquisition. Education has not made many requests since 1983.
III and IV	Although the standards are met basically, resource materials are not available to educate the teacher of tomorrow with the tools of tomorrow.
V	Technical areas including use of microcomputers are unsatisfactory.
VI	Standard is not met. Attempts have been made through individual faculty member resources to overcome this inadequacy.

Commendation

The education faculty provides inspiration to the students they serve under something less than ideal conditions and accessible resources.

Recommendations

1. A short- and long-range plan concerning facilities and resource acquisition should be written with the help of information gleaned from past reviews, past graduates, outside supporters, cooperating local school teachers and administrators, and interested lay people.

2. Current library holdings and materials in the curriculum library should be reviewed; those which are outdated or not usable should be removed from the shelves.

2.8 SCHOOL/INSTITUTIONAL RELATIONSHIPS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comment:
I	Current materials need to be more visible; perhaps they could be packaged as a "handbook"/brochure.

Commendations

1. A well-organized student placement system is evident.

2. Selection process for cooperating teachers assures quality models.

3. A good orientation seminar for the student teacher, cooperating teacher, and principal is provided during the second week of each semester.

4. On-going communication with the local school together with several visitations by the college supervisor help ensure support for the student teacher.

5. The designation of a coordinator for all student teacher placement provides consistency and continuity for this aspect of the teacher education program. The college and local schools both benefit from this.

Recommendation

1. The department should develop a more explicit student teaching handbook/brochure. The department may want to review the state student teaching handbook for relevancy to its current information process. The department may want to add pertinent information from the state handbook to the institution's handbook.

CHAPTER III

CURRICULUM PRINCIPLES AND PATTERNS: BASIC PROGRAMS

3.1. CURRICULUM DEVELOPMENT, PLANNING AND PATTERNS FOR TEACHER EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met with the following comments:
VII	There is evidence of a cooperative relationship with school districts and guidelines for training, selecting, and evaluating cooperating teachers and evaluating clinical, laboratory, and practicum experiences within the program which have been cooperatively developed. These should be documented.
X	Standard is not completely met. It appears that students currently enrolled in the teacher education program are appropriately evaluated, and the department is developing a procedure for systematic analysis of graduates to determine whether or not program objectives have been achieved.

Commendation

Supervised clinical, laboratory, and practicum experiences in the teacher education program are strong. The early decision field placement, followed by a one month student teaching experience and then a full semester of student teaching provides breadth and diversification.

Recommendation

1. The institution should continue to develop and implement a systematic procedure for obtaining feedback from and collecting data about its teacher education graduates for the purpose of analyzing strengths and weaknesses of the program in an effort to improve its effectiveness in preparing competent teachers.

3.2 GENERAL EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are met, but with the following comments There appears to be an excessive amount of credit awarded on the basis of experience which may or may not be equivalent to the expectations of the general education requirements. If students complete the program outlined in general education, there is no question that they have met the general education expectations, but when a substantial amount of this work has been waived on the basis of life experiences, considerable concern may be generated. Spot checks of transcripts revealed that one student was awarded 33 semester hours of experiential credit. Ten semester hours in special education were awarded on the basis of experience as a handicapped program advocate and volunteer plus personal study. In another case a candidate was awarded 50 semester hours on the basis of military experiences--assignments, completion of USAFI and/or Dante courses, and credit-bearing training and experiences. However, it appears that rarely, if ever, are experiences accepted in lieu of requirements in professional education.

Recommendation

The college should review its policy on granting credit for equivalent experiences. There should be some reasonable limit on the amount of experiential credit that may be applied toward qualification for a degree. A maximum allowance of one year's credit (30 semester hours) might be more realistic than the current policy.

3.3. PROFESSIONAL EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
I - X	The standards have been addressed and substantially met except for the special requirements of the State Board of Education in metrics.

3.4 TEACHING MAJORS: GENERAL STANDARDS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
II	Competency statements are available for the student teaching experience, but not for the remainder of the teacher education component.
V	There is a real and immediate need to increase the funding for additional faculty and resources.

Commendations

1. The faculty members provide individual help to each student and are able to monitor progress on a daily basis in most instances.
2. The program is well conceived and effectively implemented.
3. Faculty are dedicated and give teaching their top priority.
4. Field experiences are effective and there is excellent rapport with public school teachers and administrators.
5. Recent changes in the curriculum and instruction class seem to be producing good results.
6. The governance structure and relationships with the Dean of Arts and Sciences and the academic departments seem to be working well.
7. Efforts to provide students with competency in the use of media are commendable.

Recommendations

1. The computer class (Ed. 303) is an elective and there is no assurance that every secondary student takes it. Because the State Board of Education requires computer literacy, every student should pass the course or a competency exam. It is recommended that a system be designed and implemented to assure that every student is computer literate at graduation.

2. Students are required by the State Board of Education to be competent in the use of the metric system. A plan to provide this for every student should be implemented immediately.

3. Admissions requirements should be examined and formalized based on the goals of the program. Recommendations of the 1979 team in this regard have not been addressed.

4. A system for follow-up of graduates should be implemented and results used for program improvement.

5. Faculty are overloaded; additional faculty are needed.

6. Methods courses taught through academic departments are not always effective. It is recommended that the director evaluate these courses and recommend changes.

7. Efforts should be made to update the curriculum library.

3.5 TEACHING MAJORS: SPECIFIC STANDARDS

3.5.2 ART

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	The following standards are insufficiently met:
III	This standard is not automatically met as stated in the self-evaluation form. Lacking is direct mention of specific curriculum content focusing on this standard.
IV	This standard is not met in terms of training prospective teachers to develop the listed abilities in their students. It is not intended that these abilities be developed only in the prospective teachers.

VI It is questioned whether the most recent art educational research is addressed in the art education curriculum.

IX This standard is not met merely by virtue of proximity as stated in the self-evaluation.

Commendations

1. The diversity of the course offerings is impressive in view of the small size of the department.

2. There appears to be a high level of individual contact with students in each class.

3. Both instructors are well prepared professionals in their subject areas.

Recommendations

1. One of the general art course offerings should include curriculum that focuses on the social functions of art, major contributions of art to social phenomena like celebration, memorials, religion, decoration, propoganda, architectural forms, and the development of crafts. These notions are pivotal for a prospective teacher to justify the importance of art in any given culture.

2. Training a prospective art teacher to be a proficient artist is only part of an art educator's program. Perhaps the most important component in the prospective art teacher's training is the knowledge of how a child learns art at different ages. Learning to be an artist has little in common with learning to teach art to children. A sequential, discipline-based program rooted in appropriate maturity levels must be a major component in any art teacher training curriculum.

   It is, therefore, recommended that instruction in art-specific learning theories relating to public school age children be provided. It is also recommended that the Utah state art guide, Art is Elementary be introduced as part of this offering and the research of Arnheim and Eisner be used to enhance this effort.

3. The inter-arts discipline suggested in standard IX should be taught through a core of concepts common to all arts studied. Observation alone is insufficient for meaningfully learning of the relationships among the arts.

3.5.9 EARLY CHILDHOOD/ELEMENTARY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are met with the following comments:
I	Does ED/PY 210 meet all the needs as outlined? This required course would appear to be the foundation of almost all the methods classes as well as a basis for all teaching techniques. Surely one course should not have such a heavy weighting for the entire elementary curriculum.
XVI	The early childhood credential permits the candidate to teach in kindergarten through third grade. Classes are needed to teach expectations of pre-kindergarten children.

Commendations

1. The complete dedication and commitment of the faculty is outstanding.
2. Rapport between the students and the staff is quickly felt and is noteworthy.
3. The system provides for frequent evaluation both by self and from staff; problems are dealt with immediately.
4. Course work seems to be sequential and meaningful.
5. The individualization of the program is well conceived and also constitutes a strong feature of this college.
6. Field-based experiences seem well developed and are a valuable part of the training.

Recommendations

1. With greater emphasis being placed on serving and mainstreaming the handicapped, there needs to be additional course content in the special education area.
2. There is an extremely heavy load imposed on the two members of the Early Childhood/Elementary faculty. A great need exists for additional staff just to meet the demands of these programs.
3. There is need for a better defined and established class in Methods of Physical Education.

4. Early childhood courses should be listed under early childhood in the catalog and emphasis should be placed on developmental skills. The Early Childhood Program needs to be advertised. It would appear that a student in early childhood education simply receives additional assignments in elementary classes.

5. The faculty needs to continue to monitor classroom teachers being used for field placement and student teaching experiences.

3.5.11 ENGLISH

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All Standards are met with the following comments:
II	This program meets the needs of the student as "learner" but not the needs of the student as potential teacher. (See Recommendation 1.)

Commendations

1. The faculty is enthusiastic about their students and about Westminster. They are dedicated to creating lifetime learners as well as competent professionals.

2. Faculty members, of necessity but no less commendably, work together in developing courses and discussing needs of students. This cooperation is obvious within the education department but also occurs between departments.

3. Requiring EN 313 (Adolescent Literature) of all English majors recognizes the importance of this content for students in secondary schools and the need for teachers to be familiar with its themes, trends, and authors.

4. Requiring HU 111 (Humanities), En 220 (Introduction to Literature) and EN 232 (Introduction to Shakespeare) recognizes the importance of clear, cogent writing and familiarity with literary meaning for all students. The emphasis is on development of lifetime skills and enrichment rather than on highly refined critical or scholarly training. This emphasis meets the needs of secondary English teachers.

Recommendations

1. All teachers, not only those in language arts, need training in the process of writing and its use in the classroom. Serious

consideration should be given at Westminster to systematic training in the teaching of writing in the following areas:

a. study of the writing process from pre-writing planning through revision and editing.

b. modes of discourse and how to develop skills in writing each.

c. use of response groups in the classroom.

d. use of journals, learning logs, writing notebooks, etc.

e. use of evaluation techniques to both generate further writing and to help improve specific writing skills.

f. integration of the study of literature and writing.

g. analysis of texts for usefulness in teaching writing (a few textbooks are excellent, most are deplorable).

h. techniques for writing across the classroom.

i. techniques for handling the paper load.

Several suggestions might be considered:

a. A general methods course could be developed for all secondary teaching majors with emphasis on writing across the curriculum. This could replace or supplement the current methods courses which apparently suffer from lack of enrollment. In addition to work on writing, students could continue to research resources and techniques in their own field and also could practice teaching methods on a larger group.

b. A writing project, modeled after the Utah Writing Project, could be offered during the May short-term. Such a class could accommodate K-12 teachers in all fields. Cooperation with Utah State Board of Education could help alleviate problems of staffing.

c. If the above options are not viable, students in all, and especially English methods courses, should be exposed to the latest theories and techniques in the teaching of writing, especially through English Journal and other publications of the National Council of Teachers of English.

2. Care should be taken that preparation for teaching seventh and eighth grades is not slighted. All students who wish to be are not assigned to high schools and need training to meet the needs of younger learners. This is especially crucial in the area of reading as many junior high teachers teach reading skills and/or literature and need specific training in the former field.

3.5.14 FOREIGN LANGUAGES: SPANISH

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All Standards are met at least minimally with the following comments:
I	A. Excellent staff members will continue to improve performance of students in this area. Low student-teacher ratio is helpful. Use of tapes, language in the classroom, and native foreign-born students on campus as assistants is excellent.
	B. The program is acceptable for vocabulary and syntax but limited in phonology.
	C. Some additional refinement is needed here and it is progressing now.
II	This area needs to be strengthened. Prospective teachers who teach in their minor subject need to be aware of the contribution linguistics makes to their teaching.
III	This area needs to be strengthened. There is not much correlation between the description of Spanish 300 in the catalog and the description of the culture required by teachers in regard to similarities and differences between the French or Hispanic culture and the culture of the United States. Perhaps a more definitive description of modern culture and how it would be taught in a specific course would strengthen this standard.
IV	Perhaps a few seminars with professors of methodology from other universities would strengthen the staff in regard to this standard.

Commendation

1. Westminster College is to be commended for the excellence of the foreign language faculty. The individuals are well prepared in methodology, knowledge of the language and understanding of the culture of those who speak the language as natives.

   Prospective teachers should pass through this department and enter secondary schools well prepared and competent to teach languages with a high level of proficiency.

Recommendations

1. More attention should be given to cultural aspects of training and one or two staff members need to strengthen their knowledge of linguistics and how it is applied in foreign language instruction.

2. It would be helpful for staff members of the College to become involved with the Utah Foreign Language Association in order to rub shoulders with experienced and novice teachers of foreign languages in the public schools. They would know what the problems of public school teachers are.

3. Experience in countries where the language is spoken would greatly strengthen student performance.

3.5.21 MATHEMATICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Each standard in mathematics is met to some degree, but portions of several standards are left somewhat to chance. It seems to be assumed that they will be accomplished without particular attention focused on them. This may or may not be true.
I.	This standard is met for algebra, geometry, analytic geometry, and calculus. For probability and statistics, it is met only for those who elect to take the course. No specific attention is given to prospective teachers of basic and consumer math. Sufficient knowledge in these areas seems to be assumed Application for these is left, along with many other things, to the methods class.
II.	This standard is met minimally for teaching majors who must take CS 211. However, minors may not elect to take it. Again, an assumption is made that the use of the computer in several other math content classes will satisfy this requirement. However, even for those in CS 211, access to the computer is minimal.
III.	The assumption that this standard is "woven into most courses" may or may not be valid. There is little evidence of the inclusion of the historical significance in any course except methods, which cannot be the solution to all voids. It may well be that applications of math to other

fields is done in separate courses, but the nature or philosophy of math is likely not likely covered elsewhere.

VI. This standard is given little focus. Again, it is left to the methods class with minimal modeling of it in other courses. A recommended MA 368, Methods For Elementary Teachers, which does not count in the major, contains much of this information.

Commendations

1. With small classes, the possibility of individual attention is a real plus, if utilized. (Some small classes may still be taught as if they were large lecture sessions.)

2. The personal knowledge of and acquaintance with individual students is extremely helpful.

3. Allowing math majors to serve as teaching assistants for math faculty provides good, practical experience, but care should be taken to assure that they are not exploited.

4. The judicious use of adjunct professors, in specialist areas like computer science, is a valuable resource and helpful way to expand expertise.

5. The early and frequent use of field experiences is a strength of the program.

6. Faculty members are well prepared and strongly committed to their tasks and to the programs. As in other departments, teaching loads are high, but this is somewhat compensated for by the apparent freedom from the "publish or perish" atmosphere evident in larger institutions.

7. Students in the program seem enthusiastic and loyal to the institution which speaks well for the program and the faculty.

Recommendations

1. Probability and statistics should be changed to a required course.

2. A course in the history of mathematics or history and philosophy of mathematics should be added.

3. The mathematics methods class, though treated seriously by its teacher, should be taught by a person with secondary school teaching experience.

4. There should be more involvement of math teachers in field experiences (supervision of student teachers, etc.).

5. Increased use of media, particularly video equipment, would help in the development of low enrollment methods classes.

6. Special attention by way of a new course, or some other means, should be given to teaching classes of low ability students in the secondary schools.

7. There should be greater involvement with computers by majors and minors with special attention to what is happening with them in the schools.

8. There should be more involvement, cooperation, and coordination in curriculum planning between department members with adjunct faculty and education faculty.

3.5.26 SCIENCE: BIOLOGICAL

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are at least substantially met with the following comments:
I.	There appears to be minimal focus on "inquiry and experimental methods" experiences. More emphasis should be given to these dimensions.
II.	Specific plant study is restricted to one botany course, thus it is perhaps a misnomer to refer to the major as a biological science composite.
V.	Earth science is no longer offered; introductory geography is availale in lieu of earth science, but not required.
VI.	Laboratory activities focus on reinforcement rather than investigation and inquiry. The field opportunities reverse this focus.

Commendations

1. The science staff is commended for the tremendous work load it carries and for its effort to give all courses a laboratory and/or field orientation.

2. Having the biology methods course taught by a competent high school instructor is commendable and innovative.

3. The 1979 program approval recommendation regarding involvement of the science staff in the student teaching experience has been implemented. This cooperative effort should increase training effectiveness.

4. The effort to recruit biology teaching majors as laboratory assistants supports the emphasis on hands-on training.

Recommendations

1. The science staff should be totally oriented to the new state policy on "Elementary and Secondary Program of Studies and High School Graduation Requirements," including the core curriculum requirements in science. This policy should then focus revision efforts on course objectives and course requirements especially in the area of applied biological and physical science course offerings. A course such as BI 240 (Environment and Man) should be required to address the (continued) new curriculum reform efforts.

2. It is recommended that consideration be given to revising the zoology minor to a biology minor and increase the requirements to 24 semester hours for this minor.

3. It is recommended that the minimum 2.3 GPA for biology teaching majors be raised to 2.5 to equal the education standard.

4. Plant science is minimally emphasized in the composite program. If, and when, new staff is added, this area of specialization should be expanded.

5. An introductory physical geography course should be required in the composite program.

6. The biology lab in Science Hall needs refurbishing, especially the lighting system.

3.5.26 SCIENCE: CHEMISTRY

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	Standards are substantially met, except for Standards II and III, with the following comments:
I.	There is a reasonable balance of emphasis between theoretical and fundamental topics of Inorganic Chemistry.

However, every student, with a teaching major in chemistry, should be strongly encouraged or required to complete Quantitative Analysis and at least one semester (preferably two semesters) of Organic Chemistry.

II. Insufficiently met. Inorganic Chemistry is covered adequately in PS 111 and 112. However, Organic (PS 303 and 304), Quantitative Analysis (PS 306) and Physical Chemistry (PS 321-3222) are left to the students as options, where the student chooses five courses from eight possibilities. Depending on the students' choice of options, at least one of the required areas of analytical, organic, or physical chemistry could be totally omitted.

III. Insufficiently met. Coursework in physics and biology does not appear to be required or even recommended (ref. catalog requirements) at the present time. The requirement for math through calculus is met.

IV. Physical science courses in Inorganic Chemistry (PS 111 and 112) have strong lab components. Other courses which are recommended (PS 303, 304, 306, 310, 321, 341) also have excellent lab potential.

Teaching majors in chemistry are encouraged to take PS 387 (Undergraduate Teaching) where, in addition to undergraduate teaching/tutoring, the students serve as lab assistants. The experience greatly enhances their lab experience.

Commendations

1. The science staff is commended for the tremendous variety of courses they offer to the students. This results from flexible scheduling (alternate years) and staff members with diverse backgrounds.

2. Methods courses are made available to the few students who need them by the use of a competent high school instructor. This constitutes productive use of a community resource and makes the "methods" course very current and practical.

3. The involvement of the science staff in the supervision of student teaching is a noteworthy implementation of the recommendations of the 1979 evaluation team.

4. The use of science teaching majors as lab assistants (PS 387) as well as teaching/tutoring aides is commendable.

5. The members of the science faculty are very diverse in their training and background. They were very cordial, helpful, and committed to the education programs in the Science Department.

6. The students have a very positive attitude about the science program and faculty.

Recommendations

1. The science staff needs to be made aware of the many educational changes which are the result of state education curriculum reform. There are new policies and standard which will dramatically affect teacher certification, student graduation requirements, and a student's program of studies in terms of course and core curriculum expectations.

   These new policies should focus the direction of teacher training institutions in terms of the programs offered, required courses, course content and performance expectations.

   Teacher training institutions will need to prepare science teaching majors and minors with training appropriate to the courses they will be expected to be competent to teach upon graduation.

2. To accommodate proposed curricular changes at the secondary level, it is recommended that a chemistry teaching major should consist of the following courses: MA 141, 142, MA 201, MA 202, PS 103 (on a upgraded version with similar emphasis), PS 111, 112, PS 151, PS 152, PS 303, PS 304, PS 306, PS 352. Recommended additional courses could include: PS 201, PS 310, PS 321, PS 322, PS 341.

3. With the small number of students in chemistry or physics teaching majors, the science education departments should carefully consider a "physical science" composite teaching major. A teacher with this major would be more versatile to most school districts.

4. There is a great need to improve and up date the physical facilities in the science area. This would include lab areas, instruction areas and storage facilities. Safety, instructional efficiency, use of technology, upgraded lighting, and climate control should be major considerations.

5. There is a tremendous need for new equipment: lab test equipment, demonstration apparatus, and current technology--particularly computers.

6. There needs to be increased security in the physical science lab areas. Chemicals, materials, and lab areas should have closely supervised restricted access.

7. Physical science faculty members should assist with supervision and methods training of science majors who are involved in the science education methods course (PS 352).

8. It is highly recommended that all perspective teachers take a course in classroom management, discipline, and effective motivational techniques. This would be an expanded version of ED 305.

3.5.26 SCIENCE: PHYSICS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are substantially met, except for Standard IV, with the following comments:
I.	There appears to be a reasonable balance of emphasis between theoretical, descriptive, and applied topics of energy mechanics, heat, light, sound, electricity, and magnetism--each of which is fundamental to a physics program.
II.	One year of calculus is required and this could be increased to benefit the student. MA 250, MA 310, and MA 311 are recommended for consideration as part of the students' preparation in physics.
IV.	Insufficiently met. Coursework in chemistry, advanced math, and biology is recommended and encouraged but are not required at the present time.
V.	Courses 211 and 212 have excellent concurrent lab experiences. Courses 311, 221, and 332 could also have a strong lab component; however, no lab aspect of these courses is mentioned in the catalog. Teaching majors are encouraged to take PS 387 (undergraduate teaching/tutoring), they serve as lab assistants, which greatly enhances their lab experience.

Commendations

1. The science staff is commended for the tremendous variety of courses they offer to the students. This results from flexible scheduling (alternate years) and staff members with diverse backgrounds.

2. Methods courses are made available to the few students who need them by the use of a competent high school instructor. This constitutes productive use of a community resource and makes the the "methods" course very relevant and practical.

3. The involvement of the science staff in the supervision of student teaching represents implementation recommendations of the 1979 evaluation team.

4. The use of science teaching majors as lab assistants (PS 387) as well as teaching/tutoring aides is commendable.

5. The members of the science faculty are very diverse in their training and background. They were very cordial, helpful, and committed to the education programs in the Science Department.

6. Students have a very positive attitude of the science program and faculty.

Recommendations

1. The science staff needs to be made totally aware of the many educational changes which are the result of the state education reform. There are new policies and standards which will dramatically affect teacher certification, student graduation requirements, and a student's program of studies in terms of course and core curriculum expectations.

   These new policies should focus the direction of teacher training institutions in terms of the programs offered, required courses, course content, and performance expectations.

   Teacher training institutions will need to prepare science teaching majors and minors with training appropriate to the courses they will be expected to be competent to teach upon graduation

2. To accommodate proposed curricular changes at the secondary level in Utah's public schools, it is recommended that a physics teaching major should include the following coursework in his/her preparation: MA 201, MA 202, PS 102 (or an upgraded version with similar emphasis toward science, technology, and society), PS 111, 112, PS 211, PS 212, PS 311, PS 331, PS 332, PS 352. Recommended additional courses could include: PS 301, PS 301.

3. In view of the small number of students enrolled as chemistry or physics teaching majors, the Science/Education Departments should carefully consider a physical science" composite teaching major. A teacher with this major would be more versatile to most school districts.

4. There is a great need to improve and update the physical facilities in the science area to include lab areas, instruction areas, and storage facilities. Safety, instructional efficiency, use of technology, upgraded lighting, and climate control should be major considerations.

5. There is a tremendous need for new equipment: lab test equipment, demonstration apparatus, and current technology--particularly computers.

6. There needs to be increased security in the physical science lab areas. Chemicals, materials, and lab areas should have closely supervised restricted access.

7. Physical science faculty members should assist with supervision and methods training of science majors who are involved in the science education methods course (PS 352).

8. It is highly recommended that all prospective teachers take a course in classroom management, discipline, and effective motivational techniques. This would be an expanded version of ED 305.

3.5.27 SOCIAL STUDIES

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are at least substantially met with the following comments:
I.	The lack of students subverts the probability that needed courses are readily available on a continuing basis for students. Courses in geography should be offered. In addition, courses specifically oriented to Utah State Office of Education guidelines and course requirements such as Utah history, free enterprise, and law related education should be required.
II.	Because of the small number of professional staff at the college, there is ready access to faculty. The curriculum committee has the responsibility of coordinating programs among the social studies disciplines.
III.	Although the program purports to have the ability to provide methodological instruction in all areas, the lack of students precludes the actualization of this program. Courses cannot fulfill required training needs with so few students involved in sharing and interaction.

Commendations

1. Students receive close personal attention and have advisors immediately available.

2. Students have early opportunity to interface with educational institutions and programs. This assists them in making decisions relative to education as a career.

3. Field placement of students in the program lends relevance to their college courses.

4. The length and depth of the student teaching sequence adds strength to the training program and the opportunity for evaluation and necessary remediation.

5. There seems to be an awareness of current trends in social studies education and changes occurring in curriculum within the state.

6. Excellent, cooperative teachers are utilized in field experiences and student teaching.

7. The professional staff seem to be qualified and to have a commitment to quality programs.

8. College instructors have done an excellent job of broadening their involvement in programs because of reduced staff. They have tried to focus on basic essential components of their programs.

9. Programs are based on sound, philosophical foundations in sequence and purpose.

10. The agreement with the University of Utah to allow students to use the University of Utah library is a positive program.

Recommendations

1. Competencies for each of the social studies areas should be clearly defined and processes for developing them delineated.

2. Limitations of professional staff causes one to have reservations about the program's ability to meet student needs and demands on an appropriate and continuing basis.

3. Teaching of methods courses should be a cooperative effort of the Education Department and the Social Science Department. A minimum enrollment for effective instruction should be determined.

4. Cross disciplinary cooperation in instruction in social studies areas should be encouraged (art teachers and drama teachers in cultural history--science teachers in economic history, etc.).

5. There seem to be adequate resources for academic research. Care should be exercised to see that education candidates spend time in professional social science journals and publications.

6. Social science faculty should be given a role in supervising and evaluating students in clinical teaching in schools.

7. Students should have interaction with representatives of professional organizations in building a continuing commitment to their own professional growth.

8. The Utah State Office of Education and school district specialist should be utilized in building current perspectives relative to state and local expectations.

9. The Social Science Departments should clearly perceive their role in validating education candidates in content research and methodology before certification. Instructors should maintain current perspectives of public school programs and expectations.

GRADUATE PROGRAM

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

Standard	Evaluation (How and Extent to Which Each Standard is Met)
	All standards are substantially met, with the following comments:
I.	Because of the recent introduction of the Master of Management Program, financial support for the two graduate program appears to be unequal. The Management Program seems to be more heavily staffed and funded. The result could be a possible lowering of quality of the Education Master's Program in the future because of low faculty morale and related factors.
II. D.	The faculty are carrying heavy loads and maintenance of quality is being achieved in spite of the lack of adequate staffing, facilities, etc.
III. B.	The program does not impose restrictive admission standards.

Commendations

1. Faculty members are highly committed to the graduate program and dedicated to its success. They are well qualified and up to date in their respective fields.

2. Graduate students and former graduate students are very satisfied with the program and feel that it meets their teaching needs in every way.

3. The director and faculty deserve praise for the integrity of the program.. It is true to the humanistic formula in its structure and design and the learning experiences are compatible and appropriate. There is an excellent balance of theory and practice.

4. The organization of the program is excellent. The courses and seminars are cohesive and effective, and the pacing of the work does not place undue hardship on the practicing teacher.

5. Faculty members are responsive to suggestions from the students regarding changes in the curriculum.

6. The director has been successful in implementing the recommendations of the 1979 visiting team.

Recommendations

1. The administration should provide adequate financial support based on the high quality of the program and the contributions it is making to the image of the Department of Education and Westminster College.

2. Faculty members are generally involved in an excessive number of preparations each semester. One additional faculty member should be hired to decrease the load as soon as financial resources permit.

3. A systematic follow-up study of graduates should be initiated and the results used for program improvement. Principals employing graduates should be involved in the study.

4. Quality of the projects should be carefully monitored by the director to assure that the content is on a graduate level and meets the purposes of the program.

6. Some of the seminars should be offered on various levels, e.g., early childhood, elementary, middle school, high school. This should accommodate the wide variation in subject matter and approach of the seminar.

7. As the demand for the program increases, stricter admission standards should be developed based on purposes of the program.

APPENDIX A

TEACHER EDUCATION PROGRAMS

Westminster College
January 13, 1984

TEACHER EDUCATION PROGRAMS

The Teacher Education Programs include an Early Childhood, Elementary Education major, Secondary Education certification, and a Master's in Education program.

The Education Programs provide instruction designed to enable the student to function effectively in contemporary education settings. Primary emphasis is placed on developing those competencies, knowledge, and methods which help the prospective teacher meet the needs of students in the classroom.

The Teacher Education Programs are accredited by the Utah State Board of Education and the Northwest Association. Successful completion of the bachelor's degree and of the early childhood, elementary, or secondary teaching curriculum leads to recommendation for the Basic Utah Teaching Certificate. Certification requirements in other states may also be satisfied.

General Academic Requirements

Teacher Education programs accept only those candidates who (1) present a 2.5 (C+) GPA in all college work and (2) have personal qualifications which the faculty judges requisite to success in teaching.

The programs retain only those majors who (1) maintain a 2.5 GPA in education courses, (2) demonstrate command of communication skills, and (3) show satisfactory progress in their programs at the end of the junior year. Others are advised to change programs, or extra work is prescribed if progress is not satisfactory or significant deficiencies in preparation appear.

Students wishing to become teachers in early childhood, elementary education, or secondary education must make application for admission to Teacher Education. Admission is granted by the Council on Teacher Education on GPA, recommendations, and interviews. Students wishing a basic secondary teaching certificate must also be accepted as major and/or minor candidates in programs offering teaching majors and/or teaching minors.

Application for admission must be made during the first semester the student is enrolled in professional education courses.

Elementary Education/Early Childhood Program

The major in elementary education includes the following classes or their equivalents as determined by the Education Faculty: ED 203, 270, 315, 341, 342, 343, 344, 360, 380, 318, 418, 480, and MA 368, and four (4) classes from the 301-309 electives. EN 312 is strongly advised. PY 105 and Ed/PY 210 are prerequisites for all elementary courses. For early childhood certification specialized course work will be arranged through the student's departmental advisor.

Secondary Education Program

The Secondary Education program leading to secondary certification includes the following classes, or their equivalents as determined by the Education Faculty: ED 203, 270, 315, 317, 330, 345, 370, 418, 470, and two (2) classes from the 301-309 electives. BS 121 and SP 110 are strongly recommended. PY 105 and ED/PY 212 are prerequisites for all secondary courses.

Program Requirements

Students must fulfill all College liberal education requirements and graduation requirements. In addition, students must have and maintain a minimum GPA of 2.5 to be accepted in the education program. The Education Program is competency-based within a humanistic and developmental framework, with approximately one-third of the professional hours in supervised field experiences beginning as early as possible in each student's program.

The prospective secondary teacher selects either a teaching major and teaching minor or a composite teaching major in subjects commonly taught in Utah public schools. The composition of the teaching major is determined by the respective major/minor area but must include the methods course.

Education Course Descriptions

ED 203 History and Philosophy of Education (2)
Educational philosophy and generating one's own philosophy. Historical perspectives, then now, and future. ED 270 to be taken in conjunction.

ED 270 Early Decision Field Study (1)
Students must enroll in this field study in conjunction with ED 203. The purpose of this field study is to give students the opportunity to observe and participate in a variety of secondary classrooms for a minimum of 2-3 hours per week so that they may more accurately assess their own professional goals in Education.

ED 300 Special Topics (v)
Timely topics in education will be presented as appropriate to students' needs and curriculum.

ED 301 Future Issues in Education (1)
Students will explore future issues and trends in Education, locally and globally; become conversant with futures terminology and concepts; and will identify techniques for implementing future curriculum appropriate to their learners' developmental levels.

ED 302 Paraprofessionals in the Classroom (1)
Strategies for locating, recruiting, and effectively establishing successful working relationships with parents, volunteers, community resource people, and other educational paraprofessionals will be emphasized.

ED 303 Computers in the Classroom (1)
A course which offers students an overview of computer systems, educational applications, hard and software evaluation and basic programming skills. Evidence of computer literacy is required for certification.

ED 304 Diagnostic Reading (1)
An introduction to diagnostic prescriptive skills, orderly instruction, and program development in word recognition, comprehension, and study skills will be emphasized.

ED 305 Classroom Discipline (1)
Classroom management ideas for preventive disciplinary measures. Remedial strategies also will be viewed, retaining contact with a positive, supportive approach.

ED 306 Working with School Personnel (1)
There will be a focus on establishing and maintaining collaborative relationships with other educational professionals, principals, teachers, specialists, etc.

ED 307 Instructional Media (1)
A course which offers students the opportunity to learn to operate various commonly used instructional machines (i.e., video player, overhead projector, 16mm projector, etc.) and to prepare materials such as transparencies, color lifts, etc.

N 309 The School as a Social System (2)
Concerns present within the relationship between schools and society. Socio-economics, school management, professional roles, and the function of the schools within a pluralistic society are viewed.

ED 315 Ed. Psychology (3)
A course to help students understand and apply the principles of learning and developmental theories to classroom environments. Prerequisite: PY 105.

ED 317 Secondary Junior Bloc Seminar (1)
Must be taken concurrently with ED 370. Two hours a week will be spent in a seminar devoted to principles and practices experienced in this term. Students share information and concerns within this supportive group of peers. Concepts and experiences are explored and integrated in this setting.

ED 318 Elementary Junior Bloc Seminar (1)
Must be taken concurrently with ED 380. Two hours a week will be spent in a seminar devoted to principles and practices experienced in this term. Students share information and concerns within this supportive group of peers. Concepts and experiences are explored and integrated in this setting.

ED 330 Curriculum and Instructional Processes (3)
Principles and practices of secondary school teaching and materials for instruction methodology and curriculum development for secondary schools. Prerequisite ED/PY 212, ED 203, ED 315.

ED 341 Language Arts Methods (3)
Principles, methods, and materials for teaching the Language Arts. Areas for exploration and planning include language experience, storytelling, listening, creative writing, poetry, syntax, grammar, vocabulary, reading, spelling, and public speaking. Prerequisite: ED 203.

ED 342 Science and Social Studies Methods (3)
Principles, methods, and materials for teaching social studies and materials for teaching social studies and science in the elementary school. Scope and sequence of social studies and science concepts include geography, history, economics, community, state, and national government, life sciences, physical sciences, and other social sciences. Prerequisite: ED 203. Students may take a 1 hour field placement, ED 360, with this class.

ED 343 Methods and Materials in Reading (3)
Methods of teaching reading are emphasized. Students will examine reading as a complex learning experience for children and will focus their goals in helping children learn to read for both information and pleasure, in school settings and outside. Students may take a one-hour field placement, ED 360, with this class.

ED 344 Creative Arts Method (3)
An introduction to the methods, materials, and media for the child's representation of the world. This will involve how to teach the appreciation of the arts, music, movement, as well as the production in the arts. Prerequisite: ED 203.

ED 345 Methods of Teaching Reading in the Content Area (2)
A course to help students develop techniques for integrating reading instruction with various content areas. Students may take a 1 hour field placement concurrently.

ED 360 Methods Field Study (1)
Students must take at least one Methods Field Study experience during their program. Field studies are experiences in public or private schools where students seeking certification, develop clinical skills by actual implementation of strategies in classrooms. Methods field studies are planned to enhance learning experiences in ED 341, 342, 343, 344, and 345.

ED 370 Secondary Junior Bloc (3)
During the May term of the junior year, each secondary student will spend the four weeks in an assigned classroom observing and implementing learning strategies with secondary school children. This is a required integrating practicum prior to student teaching.

ED 380 Elementary Junior Bloc (3)
During the May term of the junior year, each elementary student will spend the four weeks in an assigned classroom observing and implementing learning strategies with elementary school children. This is a required integrating practicum prior to student teaching. A one hour seminar must be taken concurrently.

ED 401 Directed Studies

ED 417 Secondary Student Teaching Seminar (2)
Concurrent with student teaching. The seminar group consists of secondary education student teachers and their faculty student teaching supervisor. They share information and concerns within this supportive group of peers. Concepts and experiences are explored and integrated in this setting.

ED 418 Elementary Teaching Seminar (2)
Concurrent with student teaching. The seminar group consists of elementary education student teachers and their faculty student teaching supervisor. They share information and concerns within this supportive group of peers. Concepts and experiences are explored and integrated in this setting.

ED 470 Secondary Student Teaching (8)
A course to provide actual classroom experience under the supervision of a certificated secondary teacher. The placement requires observation of, participation in and direct responsibility for classroom work and conferences with the cooperating teacher. Course is taken in conjunction with ED 416. Prerequisites: Acceptance in Education program, 2.5 GPA in Education Major, and specified course work.

ED 480 Elementary Student Teaching (8)
A course to provide actual classroom experience under the supervision of a certificated elementary teacher. The placement requires observation of, participation in and direct responsibility for classroom work and conferences with the cooperating teacher. Course is taken in conjunction with ED 416. Prerequisites: Acceptance in Education program, 2.5 GPA in Education Major, and specified course work.

Graduate Program

ED 601 Cognitive Development (2)
Provides an opportunity for students to develop an understanding of how people "make up knowledge that makes sense to them." Factors are investigated which influence cognitive development as well as the developmental process. Theories of Piaget, Maslow, Bruner, Rogers, and Erikson are considered.

ED 602 Humanistic Educational Psychology (2)
An in-depth study of the psychological theories which support humanistic thought and practices. Such significant people as Maslow, Kelly, Rogers, and Combs are explored with special emphasis on their theories of perception and how it affects the teaching/learning process.

ED 603 Directed Theoretical Study (v)

ED 604 Sociology of Education (2)
Focuses on the theoretical basis of contemporary issues in education. Areas of emphasis are accountability, cultural differences, school organization, and institutional change/decision making. Self-directed learning is emphasized.

ED 605 Contemporary and Future Issues in Education (2)
Issues of current and future implications. Topics will include the computer gap, problems of clinical supervision, futuring and global concepts, in addition to others.

ED 606 In-depth Study of Theorists (2)
An exploration of theorists who have a significant impact on our society and its ideas. Students explore topics related

to educational thought and pursue an in-depth study in a theory of their own choices.

ED 607 Models of Curriculum (2)
Focuses on the theoretical rationale for why we teach in the way we do. It views curricular models for social interaction, information processing, interpersonal development, and others.

ED 608 Special Topics (v)
Timely topics in education will be presented as appropriate to students' needs and curriculum.

ED 609 Life-span Development (2)
Explores human development as a gradual, sequential, and orderly process, from birth through old age.

ED 651 Enhancing Self-Concept/Self-Knowledge (1)
Explores the relationship between the self-concept/self-knowledge as it related to the teaching-learning process.

ED 652 Creative Activities in the Classroom (1)
Focuses on ways of helping students more nearly reach their creative potential. Creativity is approached through the learning environment, representative models, and symbol systems.

ED 653 Individualized Curriculum (1)
Managing an individualized curriculum, creating learning centers, and building curriculum materials which meet the individual needs of learners.

ED 654 Community-Parents-Teachers (1)
Examines the building of a support unit for the child which includes collaborative work with the community, parents, volunteers, and teachers.

ED 655 Classroom Learning Centers (1)
Offers students the opportunity to create and implement learning centers.

ED 656 Multicultural Curriculum Development (1)
Views the relationship of and contributions of all cultural groups. Translates understanding of cultural pluralism into an appropriate curricular context.

ED 657 Learning Environments (1)
Materials, physical environments, activities, display, and products which help to create a learner-centered environment and foster classroom control.

ED 658 Application of Developmental Theory (1)
Develops appropriate learning experiences for the cognitive level of the learners with whom one works.

ED 659 Special Topics (v)

ED 660 Directed Clinical Studies (v)

ED 661 Strategies for Psycho-Social Development (1)
Involves small group learning, simulation, and inquiry as strategies for facilitating student growth. Emphasis will be placed upon learning how to use group dynamics in a positive manner.

ED 662 Creating the Humane Classroom (1)
Focus is on humanistic preventive discipline and working with exceptional children in a variety of contexts.

ED 663 Communication Processes (1)
Enables participants to gain an increased understanding of listening, feedback, and other communication skills, with students, peers, and administration.

ED 664 Collecting, Analyzing, and Evaluating Data on Students (1)
In addition to cumulative folders, what a teacher needs to know about learners; what to do with the information.

ED 665 Roles and Relationships of Professionals (1)
Recognizing the roles and responsibilities of various educational professionals. Teacher, principal, district personnel, and superintendent roles are examined.

ED 666 Putting Reading in Perspective (1)
A clinical experience which encourages teachers to look at reading as a conceptual whole and which requires documentation of the relationship between reading and experience.

ED 667 Using Microcomputers in the Classroom (1)
A course which offers students an overview of computer systems, educational applications, hard and software evaluation and basic programming skills. Evidence of computer literacy is required for certification.

ED 680 Proposal Writing Workshop (1)
Enables the student to develop and appropriate masters proposal, form which to move into their masters project.

APPENDIX B

UTAH STATE OFFICE OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

UTAH STATE OFFICE OF EDUCATION

EVALUATION OF TEACHER EDUCATION PROGRAMS

QUANTITATIVE DATA SUMMARY

Westminster College of Salt Lake City
College

1840 South 1300 East; Salt Lake City, Utah 84105
Location

Date

Ronald Cohn
Respondent

Enrollment in Specific Programs in Teacher Education

Use a twelve-month base period (September through August) for these data. List the number of students completing each type of program during the past year, and those enrolled in the current year ("teaching majors" only).

		Graduated Last Year (1983-84)	Seniors This Year (1984-85)	Juniors This Year (1984-85)	Sophomores This Year (1984-85)	Freshmen This Year (1984-85)
3.5.1	Agriculture					
3.5.2	Art	1				
3.5.3	Business					
3.5.4	Driver Education					
3.5.5	Early Childhood Education	6	4	5	2	
3.5.6	Elementary	121	17	14	11	
3.5.7	English	2	3	1	2	
3.5.8	Exceptional Children					
	Emotionally Disturbed					
	Hearing Impaired					
	Mentally Retarded					
	Physically Handicapped					

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		Graduated Last Year (1983-84)	Seniors This Year (1984-85)	Juniors This Year (1984-85)	Sophomores This Year (1984-85)	Freshmen This Year (1984-85)
3.5.8	Exceptional Children (Continued)					
	Visually Impaired					
	Learning Disabilities					
	Speech Correction					
3.5.9	Foreign Languages	2	2			
3.5.10	Health					
3.5.11	Health & Physical Education					
3.5.12	Home Economics					
3.5.13	Industrial Arts					
3.5.14	Instructional Media					
3.15.15	School Librarian					
3.5.16	MAT-type Programs					
3.5.17	Mathematics	2	2	2		
3.5.18	Music					
3.5.19	School Nurse					
3.5.20	Physical Education		1			
3.5.21	Science	3	2	3	1	
	Biology	1	2	3	1	
	Chemistry					
	Earth & Space Science					
	General Science					
	Physical Science	2				
	Physics					
3.5.22	Social Studies	2	2	1		

		Graduated Last Year (1983-84)	Seniors This Year (1984-85)	Juniors This Year (1984-85)	Sophomores This Year (1984-85)	Freshmen This Year (1984-85)
3.5.23	Speech Arts					
3.5.24	Vocational Education					
3.6	Programs for Teacher Developing Qualifications in Additional Teaching Fields					

Chapter IV	Advanced Programs	Graduated Last Year	Currently Enrolled
4.2	Advanced Programs for Teachers Holding Initial Regular Certificates	22	46
4.3	Specific Programs for Supervisory and Administrative Specializations		
4.3.1	Supervisors of Instruction		
4.3.2	School Principals		
4.3.3	School Superintendents		
4.4	Specific Programs for Service Specializations		
4.4.1	Guidance Counseling		
4.4.2	School Psychologists		
4.4.3	School Social Workers		
4.4.4	Programs for Other Educational Specialist		
	A.		
	B.		
	C.		

APPENDIX C

S C H E D U L E

ON-SITE EVALUATION OF TEACHER EDUCATION PROGRAMS

S C H E D U L E

On-Site Evaluation of Teacher Education
Westminster College of Salt Lake City
October 1-3, 1984

Monday, October 1, 1984

5:00 p.m.	Team Orientation	Room 315 Foster Hall
6:00 p.m.	Overview of Teacher Education at Westminster College - Ron Cohn, Chairman	Room 315 Foster Hall
6:30 p.m.	Dinner	Dining Hall Shaw Center
8:00 p.m.	Team Meeting (Continued) (If necessary)	Dining Hall Shaw Center

Tuesday, October 2, 1984

8:30 a.m.	Team Check-in	Room 315 Foster Hall
8:30 - 12 Noon	Evaluation Activities	Room 315 Foster Hall
12 Noon	Lunch (on your own)	
1:00 p.m.	Evaluation Activities	Room 315 Foster Hall
4:00 p.m.	Meeting with Representative Student Teachers and Cooperating Teachers	Student Teachers in Room 315 Foster Hall Cooperating Teachers in Room 213 Foster Hall Graduate Students in Room 25 Converse Hall
5:00 p.m.	Team Check-out	

Wednesday, October 3, 1984

8:30 a.m.	Team Check-in	Room 315 Foster Hall
8:30 - 11:00 a.m.	Evaluation Activities	Room 315 Foster Hall
11:00 a.m.	Report Writing	Room 315 Foster Hall
12:30 p.m.	Luncheon Exit Report	Shaw Center
2:00 p.m.	Conclude Depart for Home	Shaw Center